

VARENNES ELEMENTARY

1820 South Highway 29
Anderson, South Carolina 29626

GRADES K-5 Elementary School

ENROLLMENT 589 Students

PRINCIPAL Dr. Mary Paul 864-260-5215

SUPERINTENDENT Betty T. Bagley 864-260-5000

BOARD CHAIR Dr. William Mack Burriss 864-224-6384

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	37	55	3	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 15 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

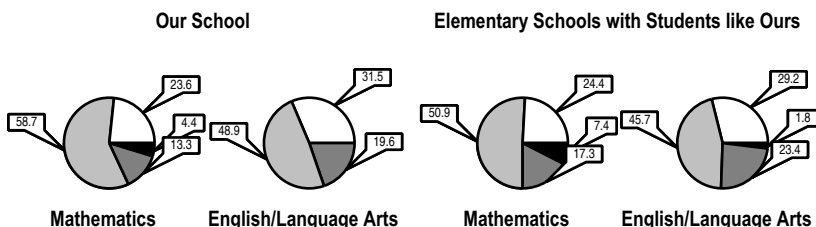
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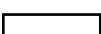
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Excellent	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	43	71	66
Percent satisfied with learning environment	86.0%	81.4%	66.2%
Percent satisfied with social and physical environment	88.1%	80.3%	53.1%
Percent satisfied with home-school relations	48.8%	92.9%	72.3%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	291	99.7	31.5	48.9	19.6	N/A	19.6	17.6
Gender								
Male	121	99.2	37.1	44.8	18.1	N/A	18.1	17.6
Female	170	100.0	27.3	51.9	20.8	N/A	20.8	17.6
Racial/Ethnic Group								
White	130	100.0	22.9	49.2	28.0	N/A	28.0	17.6
African-American	154	99.4	37.0	49.3	13.7	N/A	13.7	17.6
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	233	99.6	29.6	46.3	24.1	N/A	24.1	17.6
Disabled	58	100.0	38.9	59.3	1.9	N/A	1.9	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	291	99.7	31.5	48.9	19.6	N/A	19.6	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	291	99.7	31.5	48.9	19.6	N/A	19.6	17.6
Socio-Economic Status								
Subsidized meals	186	99.5	37.0	48.5	14.5	N/A	14.5	17.6
Full-pay meals	105	100.0	22.9	49.5	27.6	N/A	27.6	17.6

Mathematics								
All students	291	100.0	23.6	58.7	13.3	4.4	17.7	15.5
Gender								
Male	121	100.0	22.2	54.7	16.2	6.8	23.1	15.5
Female	170	100.0	24.7	61.7	11.0	2.6	13.6	15.5
Racial/Ethnic Group								
White	130	100.0	17.8	52.5	22.9	6.8	29.7	15.5
African-American	154	100.0	29.3	62.6	6.1	2.0	8.2	15.5
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	233	100.0	21.3	57.9	15.3	5.6	20.8	15.5
Disabled	58	100.0	32.7	61.8	5.5	N/A	5.5	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	291	100.0	23.6	58.7	13.3	4.4	17.7	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	291	100.0	23.6	58.7	13.3	4.4	17.7	15.5
Socio-Economic Status								
Subsidized meals	186	100.0	27.1	61.4	7.8	3.6	11.4	15.5
Full-pay meals	105	100.0	18.1	54.3	21.9	5.7	27.6	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	91	N/A	18.7	45.1	34.1	2.2	36.3
	Grade 4	94	N/A	27.7	48.9	23.4	N/A	23.4
	Grade 5	81	N/A	32.1	55.6	9.9	2.5	12.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	101	100.0	27.4	36.8	35.8	N/A	35.8
	Grade 4	93	100.0	26.7	57.0	16.3	N/A	16.3
	Grade 5	97	99.0	40.4	53.9	5.6	N/A	5.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	91	N/A	45.1	45.1	8.8	1.1	9.9
	Grade 4	94	N/A	38.3	39.4	17.0	5.3	22.3
	Grade 5	81	N/A	27.2	56.8	12.3	3.7	16.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	101	100.0	23.2	54.7	16.8	5.3	22.1
	Grade 4	93	100.0	16.3	62.8	15.1	5.8	20.9
	Grade 5	97	100.0	31.1	58.9	7.8	2.2	10.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 589)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	1.3%	Down from 1.9%	2.7%	2.4%
Attendance rate	95.9%	Down from 96.3%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	10.0%	Up from 8.9%	11.4%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	10.6%	No change	8.6%	8.0%
Older than usual for grade	0.3%	Down from 0.8%	1.3%	1.1%
Suspended or expelled	0.2%	Down from 0.8%	0.0%	0.0%

Teachers (n= 44)				
Teachers with advanced degrees	40.9%	Down from 43.2%	46.6%	50.0%
Continuing contract teachers	86.4%	Up from 81.8%	85.3%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	86.2%	Up from 79.2%	86.0%	86.2%
Teacher attendance rate	95.1%	Up from 94.9%	95.3%	95.3%
Average teacher salary	\$38,208	Up 1.1%	\$39,347	\$39,909
Prof. development days/teacher	6.7 days	Up from 6.3 days	12.4 days	11.4 days

School				
Principal's years at school	19.0	Up from 18.0	4.0	4.0
Student-teacher ratio	19.0 to 1	Down from 19.5 to 1	18.6 to 1	18.9 to 1
Prime instructional time	90.6%	No change	89.5%	89.7%
Dollars spent per pupil*	\$6,086	Up 2.6%	\$5,896	\$5,892
Percent spent on teacher salaries*	63.4%	Up from 60.2%	66.2%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

School Colors: Blue and yellow

School Mascot: Tiger

School Motto: "Paving the Way For Tomorrow's Leaders Through Quality Education"

Mission: The mission of Varennes Elementary is to prepare all students to demonstrate their highest achievement, the value of lifelong learning, self-worth, self-discipline, respect for others, the knowledge and skills necessary to be successful students and positive contributors to society by providing a quality education in a safe and nurturing environment that challenges individuals through support of parent, guardians, teachers, community and administration.

Learner Standards:

Students will show continuous improvement toward mastery of grade level standards in math.

1.Students will show continuous improvement toward mastery of grade level standards in ELA.

2.Students will show continuous improvement toward mastery of grade level standards in science and social studies.

3.Students will show continuous improvement toward mastery of grade level standards in technology.

4.Student will show continuous improvement on PACT

Strategies:

1.Design and implement techniques that continuously improve students' mastery at all levels including, but not limited to, ELA, math, science and social studies.

2.Recommit to a plan that improves the school environment through public image and family/community involvement.

School Theme for 2003-04-Dive into Learning

School emphasis for 2003-04 - Continue to develop an outdoor science lab that will positively impact the love of math. Title I funds will be used to help with the math portion of this project.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.